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THE CLASSICAL WEEKLY

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With the coming of October comes also the opportunity for another vigorous campaign by the various Classical Associations in the interests of the cause they have at heart. To its sister organizations—The Classical Association of New England, The Classical Association of the Middle West and South, The Classical Association of the Pacific Northwest—The Classical Association of the Atlantic States extends its heartiest greetings, and earnest wishes for a successful year.

The members of The Classical Association of the Atlantic States itself are urged to bear in mind that the fullest growth of the Association is possible only through concerted effort. Large plans for the development of the Association can, indeed, be carried out best through the office of the Secretary-Treasurer, or through the agency of the Vice-Presidents. But the individual member has at once a duty and an opportunity to labor for the enlargement of the Association. Numbers are of great importance, partly that the Association may have the funds necessary to meet its expenses, partly that the Association may have the prestige that comes from numbers and that its utterances may have added value because they are the utterances of a great host. At the close of the last year of the Association we had more members than at any other time in its history—nearly 700, but it should never be forgotten that this number represents but a small percentage of those who ought to be members of the Association. There are, beyond question, at least 2000 persons within the territory of the Association engaged in the teaching of Latin and Greek, in getting a living, to speak plainly, out of the Classics. All of these persons ought to be members of the Association and readers of *THE CLASSICAL WEEKLY*; they ought to be helping themselves by helping the Association and the paper, which exist, both of them, for their good. Some, perhaps, have not the means to become members. But the number of such persons must be small. Two dollars a year is a small sum to expend in the renewing and enriching of the intellectual soil, in establishing contact with others engaged in the same high tasks, in getting new points of view through the record of the experience of others, in learning the newest publications within one's field, and in gaining fresh courage for one's tasks. It is the duty, as it is the privilege, of the members of the Association to bring such thoughts as these home to those teachers and friends of

the Classics whom they know to be as yet outside the membership of the Association. A personal word or a personal note to such persons will often gain a new member or a new subscriber to *THE CLASSICAL WEEKLY*. Such a personal word or personal note is better, always, than the cleverest circular.

Another way in which the members of the Association can substantially help the cause is by aiding the Secretary-Treasurer to keep on file in the central office of the Association an accurate list of teachers and friends of the Classics. It would be of immense service if every reader of these words would at once send in to the Secretary-Treasurer an accurate list of the names and addresses of the teachers of Latin and Greek in his or her School or town or city or neighborhood. Where several teachers in one School or College or University or neighborhood are members of the Association, they might agree on one of their number to send in such list. Better far, however, would be a list from every member in the School or College or University or neighborhood than no list at all. Here, then, is a definite answer to the question which, it is to be hoped, every member is now asking, How can I help the work of the Association? Now is the appointed time: send in the list at once.

Here it is fitting to remind the members that the special arrangements are still in force with the University of Chicago Press by which *The Classical Journal* and *Classical Philology* may be secured at reduced rates by members of The Classical Association of the Atlantic States, if they subscribe to these periodicals through the Secretary-Treasurer. The rates are \$1.00 for *The Classical Journal* (instead of \$1.50), and \$1.67 for *Classical Philology* (instead of \$3.00). Subscriptions should be accompanied by remittance. No copy of either periodical will be sent to any member until the subscription has been paid.

For some years past the Archaeological Institute of America has been trying to establish a popular archaeological journal side by side with its scientific publication, *The American Journal of Archaeology*. During the summer the Institute has published two numbers of such new journal, entitled *Art and Archaeology*. Sample copies of the new journal have been sent to the members of The Classical Association of the Atlantic States. Members of the Institute will receive either *The American Journal of Archaeology* or *Art and Archaeology*, or both, according as they

indicate their wishes to the Secretary of the Institute, Prof. Mitchell Carroll, The Octagon, Washington, D. C. Members of The Classical Association of the Atlantic States, not already members of the Institute, may subscribe to Art and Archaeology through the Secretary-Treasurer, by sending 80 cents for the four numbers to appear in 1914, and \$1.60 for the twelve numbers of 1915 (the regular rates are \$1.00 and \$2.00).

We commend the new journal to the careful consideration of the members and the readers of THE CLASSICAL WEEKLY. The purpose of the new journal, as set forth in a prospectus,

is to give people, in an interesting and attractive way, the information they wish to have in the wide realm embraced by the name. This information is imparted by interesting reading matter prepared by men and women who are masters in their several fields, and by beautiful pictures produced by approved modern processes. Human interest, timeliness and literary merit are the tests applied in the selection of articles, and artistic quality and appropriateness are the standards in the selection of illustrations.

The contributed articles are of varied interest, embracing the fields of Oriental, Greek, Roman, Christian, Renaissance, and American Archaeology and Art. Full page illustrations are made an attractive feature. Notes from the various fields and brief paragraphs concerning archaeological discoveries, new books and other items of current interest are worthy of mention.

The General Editor of Art and Archaeology is Professor David M. Robinson, of The Johns Hopkins University. The two numbers thus far published have contained much interesting matter and numerous excellent illustrations.

C. K.

LIBERAL STUDIES IN THE HIGH SCHOOL CURRICULUM¹

No sensible person will deny the justice of the popular demand upon Secondary Schools for broader educational opportunities for growing boys and girls; and every thoughtful person will welcome discussion which shall honestly, fairly and sincerely point the way to these opportunities. For America, adequate systems of education, particularly of public education, must be ready to meet the insistent demands constantly and rapidly increasing in number and in variety. To the foreign-born, to the delinquent and to the deficient, to that large army of boys and girls who, through misfortune or circumstance, must leave the school-room the moment the compulsory education law will permit, and to the claims of rural communities we must turn an open mind and a sympathetic ear. These problems are crowding upon us and have attracted public attention and have aroused public interest in the cause of education to a most remarkable degree. Because secondary education is in a state of development, public interest has centered

largely in *its* function and *its* obligation to the public it serves. The discussion has been fast and furious and some of it has been futile and foolish; but in general it has been marked by an earnestness of purpose and a sincerity of motive which must eventually bring us to safe, sane and sound conclusions.

Much of the discussion has unfortunately fixed our attention too exclusively upon schemes of education suggested by a deplorably material and commercial age. We seem to be using the terms 'practical' and 'useful' and the sign of the dollar interchangeably. We talk of 'democratic' education with a flourish that reminds one of a brass band and a Fourth of July orator. What is 'democratic education?' For some reason, which I do not clearly understand, the line seems to be drawn between the tested, tried and proved subjects of liberal education and the new and as yet untested and untried elements of what we are pleased to call 'progressive education'. We are apparently forgetting the vast armies of boys and girls ready, by desire, by ambition and by tradition, for that training of the mind and of the spirit which shall make of them thoughtful, enlightened and forceful citizens of a great republic. For the time being, we seem to have lost sight of the fact that "man does not live by bread alone" and we are unmindful of the history, past and present, which teaches us that scholarship and leadership go hand in hand.

It is time to stop and consider, time to emphasize the other side of the discussion; for this reason I count it an especial privilege to be permitted to voice my hearty good wishes to this new Association for the Promotion of Liberal Studies. I have a very wholehearted and earnest belief in the superior educational value of the so-called 'traditional' subjects. I am not lacking in respect for those not included within this group. I appreciate their importance, the growing demand for them and the growing need of them. The eye and the hand must be trained, but the eye and the hand will obey the trained mind, and as instruments of education the popular vocational subjects have not, as yet, proved their right to be called equivalents. It behooves us to be very careful how we substitute things for thoughts and persuade ourselves that we shall get the same results. Recently, it has seemed to me that there are most encouraging indications that this discussion of the new education on the one hand and of traditional education on the other is taking a more reasonable turn. For a long time the daily press and certain very popular magazines exploited the cause of vocational training to the exclusion of every other kind. Very readable and very interesting but not altogether dependable articles dealing with the advantage of the new education have been numerous and conspicuous and very alluring appeals have been made on the ground of democracy. The appeals have seemed to me undemocratic in that they have treated of vocational education only in its narrowest sense. Would it not be quite as undemocratic to

¹ This address was delivered at the organization meeting of the Philadelphia Society for the Promotion of Liberal Studies, March 14, 1914.